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ABSTRACT

There is a growing agreement that the moral relativism or value neutral education of the 1970s has been a failure, and many groups and individuals are calling for values education to become part of school curriculum. This paper focuses on the administration of values education and discusses the public policy debate surrounding it. Several institutions, through publications, conferences, and curriculum guides, advocate bringing values education back into the classroom. Most notable is People for the American Way, a public interest organization that sponsored a 1987 national conference on values education, and addressed some of the common concerns aroused by values education. The American Jewish Committee, the Center for Civic Education, and many other groups also advocate values education. A number of religions tend to back values education, as do many not-for-profit groups that advocate good citizenship. Several reviews have found the treatment of religion and values in textbooks to be unsatisfactory. A coalition of fourteen organizations from across the political and religious spectrum sponsored a brochure offering guidelines for teaching about religion in schools. They felt the need for more clarification of the appropriate place of religion in the schools, since it has played a significant role in history and society, but has been ignored in U.S. history textbooks. Many public figures also advocate values education, and several state and local governments have instituted programs for their schools. As more citizens learn about values education and as the mass media gives it more attention, the debate will increase and become more public. (AS)

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Values Education: A Response to Moral Relativism

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The issue of values education, also commonly referred to as character education, in America's public schools has been attracting growing attention from the academic, religious, political, and civic arenas of our society in recent years.

The administration of values education will naturally be a focus of this essay. The controversial nature of the topic itself will make it necessary to discuss the public policy debate and how the resolution of it could transcend into public policy implementation.

The Growing Concern

Fear is increasing rampantly that the generation of Americans who have recently come of adult age, and the generations which are now following them, are of nihilistic nature. Their mindset, which many believe is permeating American society, is the catalyst for the call for values education. Leaders within academia, and outside of it, believe that a lack of such education in the public schools is what is at the root of America's moral bankruptcy.

NASBE Study

In October 1987, the National Association of State Boards of Higher Education issued the *Report from NASBE Study Group on Values.* The NASBE report concluded that public schools should assist students in becoming good citizens.[1]

In their background statement, the NASBE group cited the growing national support for schools taking a more active role in teaching fundamental values. They noted that there exists a marked departure from support of the 1970's method "value neutral" education.

The "Value Neutral" 1970's

Until recently, many have argued that one cannot teach values without indoctrinating religious beliefs. Thus, there was natural resistence to introducing such concepts in the classroom. NASBE argues that this widely-held opinion led to a system called "values clarification", which encouraged students to develop their own ideas of right or wrong, regardless of how similar or dissimilar they were to the norm. Many now believe that because the schools did not stress a specific set of positive consensus values such as tolerance, honesty, and generosity, that the schools were sending out signals that values such as intolerance, dishonesty, and greed were as acceptable as the former.

People For The American Way

Among the many institutions calling for values education to be brought back into the classroom is People for the American Way. People for the American Way is, in its own words, "a nonpartisan, nonprofit public interest organization devoted to protecting constitutional liberties".[2] It was founded in 1980 to fight the growing influence of the so-called religious right.

People for the American Way (commonly nicknamed People For) fights censorship and religious intolerance and advocates for the separation of church and state. On the surface, one would think that the 270,000-member organization would oppose a systematic teaching of values through the public schools. However, they have been on the cutting-edge of advocacy for the concept.

People For Conference

On April 3, 1987, People For sponsored the national conference "Values, Pluralism, and Public Education" at the National Press Club in

Washington, D.C. Representatives of the civic, religious, and educational communities served as speakers.[3] California Superintendent of Public Instruction Bill Honig reflected the opinion of the participants when he stated that "there is a growing consensus in this country that unless we figure out what values are important and how to teach them, both our civic and ethical traditions are in deep trouble."[4]

Conference Capsule

In a capsule of the converence's conclusions, People For directly addresses concerns which may be aroused by the values education proposal. Indeed, the concerns are those which may be most strongly felt by the type of individuals who are members of People For The American Way.[5]

The Three Concerns

The three concerns addressed by People For include the following: 1) The worry that teaching values is really teaching religion and that would undermine our non-sectarian educational system, 2) Teaching values would violate the constitutional liberties of our pluralistic society where individual beliefs are cherished, and 3) Value education is trespassing on the responsibilities of the home and house of worship; it simply does not belong in the public schools.

People For Addresses Concerns

People For is in a pivotal position to address the very concerns it raises. After all, the very essence of the organization is its doctrine of protecting constitutional liberties and the separation of church and state.

However, People For reminds us that "values" and "religion" are not identical entities. Some values, such as honesty and respect for others, may exist within religious teachings but they exist outside of the

theological realm as well. On this concern, People For concludes that "Schools may not indoctrinate students in sectarian values but they may properly teach students the shared values that sustain American societey."

Constitutional Liberties

As indicated before in this essay, the protection of constitutional liberties is a credo of People for the American Way. They do not believe that character education would be an assault on such liberties. People For believes that the constitution itself is a social contract which governs our interdependence with others in our country. Values education, they believe, can only enhance the spirit of our constitutional society.

Public Education and Values

People For believes that a mandate of America's public school system is the creation of citizens. To transmit common values to the newer generation is a vital task of education.

Conference Participants

The national conference sponsored by People For in April 1987 featured many prominent academic leaders, including former U.S. Secretary of Education Terrel Bell, Lesley College President Margaret McKenna, Superintendent of the District of Columbia schools Floretta Dukes McKenzie.

Other Instutions Supporting Values Education

Though People for the American Way has been on the cutting edge of the values education issues, other institutions are just as strongly advocating it.

The American Jewish Committee

A leading American Jewish organization, The American Jewish Committee (AJC), has also joined the values education movement. The AJC

has recently released a report of its Task Force on Education Policy. The report *Educating For Diversity: Teaching Values, Cultures & Languages* reflects AJC's sentiment that the moral relativism is a greater threat than the possibility of violating the constitutional separation of church and state.[6]

Surprising Coalition

Just as one may think that People For would be against values education, one could reasonably guess that the AJC would naturally oppose the idea. Who could have more to fear than religious minorities the threat of state-sponsored religious indoctrination? Like People For, however, the AJC believes the so-called "values-neutral" trend which took hold in the past couple of decades undermines the very civic safeguards which keep intolerance in check.

Religious Endorsements

An examination of which segments of the religious community is backing values education would reveal that it is the more "liberal" religions, as opposed to the religious right, that are endorsing the concept. The Reverand William F. Schulz, president of the Unitarian Universalist Association, has writtin an essay in support of the proposal, though he cautions against the acutal teaching of religion. He argues that the curriculum should emphasize concensus beliefs such as honesty, compassion, and patriotism.[7]

A concept endorsed by non-profit sector groups

Many not-for-profit groups which advocate good citizenship are staunchly promoting values education. The Center for Civic Education has published *The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century* by R. Freeman Butts.[8]

The Center for Civic Education

By its own definition, the California-based Center "is engaged in the research, development, dissemination, and implementation of civic education programs for public and private schools from kindergarten to high school levels".[9] The Center was very involved in California's scholastic activities in recognition of the Constitution's Bicentennial in 1987.

Center Services

The Center makes available to schools literature, books, and multi-media materials for purchase. Besides focusing on the rights of citizenship, the Center's educational materials also highlight the responsibilities of citizenship. The book by Butts advocates for the teaching of history, the constitution, and what he calls "A Defensible Conception of Citizenship".

The Twelve Tables of Civism

Butts refers to his "twelve tables of civism", in which he diagrams the obligations of citizenship: justice, equality, authority, participation, truth, and patriotism; and the rights of citizenship: freedom, diversity, privacy, due process, property, and human rights. All together, these twelve elements make for "Democratic Civism". Butts also discusses the corrupted forms these virtues could take.[10]

ERIC Clearinghouse

The ERIC Clearinghouse for Social Studies/Social Science Education also provides curricula material on civic values for purchase. The Clearinghouse operates from Indiana University and also offers educational resources on economic education and civic writing.[11]

Educational Testing Service

The Educational Testing Service (ETS) offers their book *Program Evaluation in Moral Education* by Hugh F. Cline and Robert a. Feldmesser

as a device to be used to evaluate individual values teaching programs. More than just advocating for it, the ETS publication acknowledges its existence and goes a step beyond the current debate. It suggests what values education should be, without becoming too obsessed with the question of should it be at all.[12]

The NSBA

The National School Boards Association devoted the 1987-2 issue of their *Leadership Reports* quarterly publication to Building Character In the Public Schools. As one may derive from the reports sub-title "Strategies for Success", the NSBA also operated from the perspective that values education is, if not here, coming soon. Their apparent interest is more in the implementation of value education, as opposed to the mere advocacy of it.[13]

The NCCJ

The National Conference of Christians and Jews (NCCJ) offers educational programs, available to the public schools on such topics as rights and responsibilities in democracy, the U.S. Constitution, and America's religious diversity. NCCJ is also of the view that proper values education could enhance the health of our pluralistic society, not repress it. As one would easily surmise from its name, the mission of the National Conference of Christians and Jews is to advance harmony among the nation's religions.[14]

The Carnegie Forum

The Carnegie Forum on Education and the Economy was established in 1985 by the Carnegie Corporation of New York to disseminate information on the linkages between education policies and economic

growth. In May 1986, the task force issued a report on the teaching profession.

Task Force Report

A Nation Prepared: Teachers for the 21st Century was released by a task force of 14, which included National Education Association President Mary Hatwood futrell, writer and civic leader John W. Gardner, New Jersey Governor Thomas H. Kean, and American Federation of Teachers President Albert Shanker. California superintendent of Public Instruction Bill Honig, a participant in the previously discussed People for the American Way fonference, was also a task force member. While the report did not stress values education per se, strong support was given to more civics education in the schools.[15]

The Child's Development Project

The Child's Development Project, a program of the Development Studies Center, assists teachers and parents promote positive characteristics within a school's regular academic studies. It is funded by an 11-year grant from the William and Flora Hewlett Foundation of California and is based in San Francisco suburban school districts. Among the highlights of the development project are cooperative activities, helping activities, focus on pro-social values, the promotion of social understanding, and developmental discipline. The National School Board Association selected the Child Development Project in 1987 as one of four exemplary projects in the nation in regards to character education.[16]

Thomas Jefferson Research Center

The Thomas Jefferson Research Center, with the promotion of values education being its main mission, has developed a curriculum that takes only 10 minutes per school day to teach. The center has added a fourth "R"

to the school credo, that of responsibility. Thomas Jefferson material includes parent newsletters to encourage parental participation as well. The center was founded more than two decades ago by business leaders concerned with the declining caliber of those entering the workforce.[17]

The ASCD

The Association for Supervision and Curriculum Development (ASCD) issued an April 1988 report on *Moral Education in the Life of the School*, which advocates for values education. The several dilemmas of moral education that the report addresses include parental unease, socialization versus individuality, pluralism versus unity, public versus private morality, the methods of teaching moral education, who should teach moral education, and the building of community support.[18]

Dr. Thomas Lickona

Dr. Thomas Lickona, a professor of education at the State University of New York, served on the ASCD Panel on Moral Education and is recognized as an expert in the field. He is author of the book *Raising Good Children* and a forthcoming book, *The Fourth and Fifth Rs: How Schools Can Teach Respect, Responsibility, and Other Moral Values.* The fourth and fifth R's which Lickona refers to are respect and responsibility. In his soon to-be-released book, Lickona offers clear guidelines on how such a program can be administered by the school systems. He also offers guidelines for the individual teachers and parents to offer as well.[20]

The CAC

The Council for the Advanced of Citizenship (CAC) was founded in 1981 to foster citizenship education throughout the United States and is composed of many national, state and local organizations. Membership is available for organizations, corporations, and associations. Individuals are

also eligible to join. Among the goals of CAC is citizenship education of elementary school children. The Council is chaired by former United States Senator Jennings Randolph (D-W. Virginia). Civic awareness is certainly a component of the values-education being promoted.[21]

Jennings Randolph Forum

Every year, the Council sponsors their Jennings Randolph Forum to focus on different aspects of civic education. This year's theme was "Educating for Peace: Realities, Rights, Responsibilities" and focused on peace-related aspects of civic education.[22]

Constitutional Rights Foundation

The Constitutional Rights Foundation (CRF) has been developing educational programs on law, business, and government since 1962. In 1984, it began the Youth Community Services (YCS) project, which assists the young to develop leadership skills and use them in community service projects in their schools and communites. Run primarily in participating school systems, the YCS can be implemented as a one-semester course, an extra-curricular club, or the introduction of new curriculum into already existing classes. It is the belief of the CRF that youth community service makes for good citizenship.[23]

Youth Service America

An organization which is dedicated solely to the promotion of youth community service is *Youth Service America* (YSA). Like YCS, the Youth Service America project can be administered through the school, though not exclusively so. The YSA is sponsoring a national conference on the subject in June.[24]

Cooperation In Education

The International Association for the Study of Cooperation in Education (IASCE) is dedicated to another aspect of values education, that of cooperative learning. IASCE description of Cooperative Education is "...the cooperative classroom methods where students work together in learning teams to master academic content and social skills". The IASCE publishes a newsletter on cooperative education.[25]

The AICE

The American Institute for Character Education (AICE), as its name would suggest, is devoted entirely to character education. The AICE offers Character Education curriculum which is now being used in five major U.S. cities. Lessons and activities are available from AICE for all grade levels.[26]

Fraternal Organizations

Fraternal organizations are supporting and sponsoring character education programs for the public schools. Kiwanis International has developed a national curriculum guide which is available to their chapters for implementation in local school systems.[27] Lions Club International and the National Association of Elementary School Principals co-sponsor "Quest International", another program in values education.[28]

The Ethicist Community

The ethicist community is jumping on the values education bandwagon, if not leading it. The Josephson Institute for the Advancement of Ethics has dedicated its entire first issues of *Ethics Easier Said Than Done* to the question "Can Ethics Be Taught?". While the journal mainly focused attention on higher education, the question of teaching values at the grade level is still touched upon.[29]

The Ethics Resource Center Inc. is currently working on two character education projects for elementary and high school students.[30] The Professional Ethics Report, published by the American Assocation for the Advancement of Science,[31] is reporting on the issue, as is ETHNET, the Ethics in Public Service Network Newsletter.[32]

Textbook Reviews

Specified curriculum on values education is not the only concern of character development advocates. People for the American Way issued a report on their civics textbooks review[33] and also did a study of major U.S. History Textbooks.[34] Though People For is militant in its stand against the mixing of church and state, it also feels that the role religion has had in American history has not been adequately highlighted. The positive contributions of various religions and the struggles of religious minorities deserve better attention in history curriculum, People For maintains.

The Right Reviews

On the other end of the political spectrum, The Family Research Council, a division of Focus on the Family, did their own review of textbooks. In *Religion and Traditional Values in Public School Textbooks,* Professor Paul C. Vitz concluded that references to Christianity and Judaism were uncommon in the textbooks chosen for his review. In addition, he concluded that reference to patriotism was virtually nonexistent.[35]

The Right-Wing Perspective

The Family Research Council did not exactly use the same criteria as People for the American Way in their textbook study. The Council's report chastised the texts for not supporting what it calls "traditional" roles of men and women.

Ethics and Public Policy Center

A book written for the conservative Ethics and Public Policy Center,[36] *Ethnic Groups in History Textbooks* by Nathan Glazer and Reed Ueda, claims that U.S. minority groups enjoy special treatment in schoolbooks.[37] Another book available from the Center and edited by the Center's President Ernest Lefever, appraises the textbooks of American government. *Values in an American Government Textbook*, by Michael Novak, Jeanne Kirkpatrick, and Anne Crutcher, criticize the textbook authors for having too much faith in what it decries as "big government".[38]

Christian Educators Association International

An organization which one may consider to be a part of the religious right, the Christian Educators Assocation International, makes available to its teacher members copies of the New Testaments. According to the Assocation, teachers "...may legally use them in an objective manner for a secular purpose as a resource for teaching values, history, literature, etc.".[39] They also offer a wide variety of so-called Christian books and cassette tapes.

Religion In The Public Schools

It is possible, and maybe desirable, to teach ABOUT religion in the public schools. The teaching OF religion, however, must not be confused with the teaching of values. Groups in the forefront of the values education movement, such as People for the American Way, oppose what they see as threats from the religious right of imposing their doctrines under the guise of value teaching. This is not to say that all on the right of the political spectrum seek to do that. But it is important to note that while a concensus is growing that there should be values education, there still exists much disagreement on what role religion education plays in it.

Questions Jointly Answered

A coalition of 14 politically liberal, politically conservative, religious right, religious left, academic, and teacher union organizations jointly sponsored a brochure called *Religion in the Public School Curriculum, Questions and Answers.*[40]

The brochure acknowledges that while a growing number of Americans feel it is important to teach ABOUT religion in the schools, there needs to be more clarification in regards to the appropriate place of religion in the schools. The reason that study about religion should be included in scholastic studies, according to the brochure's sponsors is that is has played a significant role in history and society. The sponsors have found that textbooks usually ignore the role of religion in American history.

Guidelines On Teaching About Religion

The following are the six guidelines offered in the brochure on teaching about religion:

1. The approach should be ACADEMIC, not DEVOTIONAL.
2. The goal should be for student AWARENESS about religion, but not for ACCEPTANCE of any one religion.
3. The school may sponsor STUDY of religion but not SPONSOR the practice of it.
4. The school may EXPOSE students to a variety of religious views but may not IMPOSE a particular religious view.
5. The school may EDUCATE about all religions but may not PROMOTE or DENIGRATE any of them.

6. The school may INFORM the student about various religious beliefs, but should not seek to CONFORM him or her to any particular belief.

The guidelines within this brochure were drawn up by the very diverse coalition mentioned before. It is somewhat surprising that so many religious bodies and political organizations with sometimes conflicting points of view could not only agree on a policy but also agree on how a proposed policy should be implemented. Fine lines are drawn within the six guidelines stated above but all of the brochure sponsors feel comfortable that they are realistic and achievable goals.

Values and Religion Education

The issue of values and religion education should not be confused. Some advocates of values education may not see religion education as part of their vision. Proponents of religion education may not necessarily be supporters of value education. But many see the teaching of religion as part of any values education curriculum.

Public Figures Supporting Values Education

Prominent public figures supporting values education include New York's Democratic Governor, Mario Cuomo. Cuomo believes that by being silent on moral issues, schools send out the wrong signals to students. He blames the lack of such education as being at least partially responsible for such problems as teen-age pregnancy, drug abuse, and alcoholism.[41]

Bennett Outspoken on Issue

Former U.S. Secretary of Education William J. Bennett, has been a vocal advocate for values education during and after his stint in the cabinet of President Ronald Reagan. Bennett, however, believes that such education should be taught within regular courses; that a new and separate

curriculum need not be established. Moral education of the young continues to be a battle cry of Bennett's, even in his new role as drug czar in the George Bush administration.[42]

Pending National Legislation

At the present time, there is no proposed national legislation to mandate or encourage values education in the public schools. Most proponents of it are suggesting that the program be implemented at the state and local levels.[43] The closest proposal to national values education, is Senate Bill No. 650, sponsored by Senator Edward Kennedy (D-Massachusetts).[44]

Kennedy Legislation

Senate Bill No. 650 would "establish a national program to expand opportunities for Americans, especially students, to serve their communities". The Kennedy legislation is known as the "Serve America, the Service to America Act of 1989". Character education supporters, such as People for the American Way, are enthusiastically supporting S.650. They like the idea that the bill targets elementary grade students and are pleased that it recognizes the need to integrate community service with school experience. While the proposed legislation is not necessarily values education per se, the concept is seen to be in that same spirit.

State Programs

Many states have adopted values education programs. The state of Maryland has established the Maryland State Values Education Commission. With a broad mandate from the state legislature, the Commission has compiled a list of values that it wants the public schools to promote, but there is still little concensus on how to teach them. With only a part-time secretary, there is little day-to-day activity within the

commission as they argue such issues as moral relativism, morals in classic literature, and character education using historical figures as exemplars.[45]

California Program

Bill Honig, mentioned earlier in this article as a participant in the People for the American Way conference, is Superintendent of Public Instruction for teh California State Department of Education. Under Honig's guidance, California has an extensive values education program. Available documents about California's program includes the *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve.* Also available is their *Moral and Civic Education and Teaching About Religion* booklet.[46]

Massachusetts Proposal

Another state trying to adopt values education is the Commonwealth of Massachusetts. State Representative Kevin Honan (D-Boston) has introduced legislation mandating that public schools offer ethics and morality classes at each grade level and that such classes be mandatory for graduation.[47]

The Commonwealth's Department of Education is opposing the legislation on the grounds that state law prevents the state from imposing mandates on local communities if the state cannot provide the funding for them. The Board also believes that it is up to the local communities to set curriculum.[48]

Local Programs

Municipalities which have values education, or at least emphasize good citizenship, include the cities of Atlanta,[49] Baltimore,[50] Boston,[51] and Virginia's Fairfax County.[52]

Arenas Where The Debate Is Happening

As noted previously, the ideas of values education is being debated and studied in the political, civic, religious, and academic communities. The mainstream press has yet to pay much attention to the issue and it is not something that most citizens have thought much about. When political leaders present the idea to voters, civic leaders to others in their neighborhoods, clergy to their parishioners, and academics to their students, the debate will become a more public one and the mass media will give it much more extensive coverage.

Conclusions

Because there is a growing agreement that the "moral relativism" of the 1970's has been a failure (indeed many are giving it at least partial blame for some of today's most serious problems) there is a better than even chance that so-called values eduation will become a part of the school curriculum. Whether it be taught as a separate subject or integrated with others is still unforseen. There is not likely to be much agreement on subset issues such as the introduction of religious values, the responsibilities of citizenship, and the content of textbooks. Those offspring issues, however, are more likely to be debated among the masses.

Notes

1. Copies of the report may be obtained by writing to NASBE, 701 North Fairfax Street, Alexandria, Virginia 22314.
2. People for the American Way may be reached at 2000 M Street, NW, Suite 400, Washington, DC 20036.
3. Speakers included the following: the then-Assistant to the President for Policy Development Gary L. Bauer, former U.S. Commissioner of Education Terrel H. Bell, Rabbi Balfour Brickner of the Stephen Wise Free Synagogue in New York City, People for the American Way chair John H. Buchanan, Rabbi David M. Gordis of the American Jewish Committee, Superintendent of Public Instruction for the State of California Bill Honig, Founding Chair of People for the American Way Norman Lear, American Civil Liberties Union Legislative Counsel Barry W. Lynn, Lesley College President Margaret A. McKenna, Superintendent of Schools for the District of Columbia Floretta Dukes McKenzie, Founding President of People for the American Way Anthony T. Podesta, Resident Fellow of the American Enterprise Institute William Schneider, Editor of Church Magazine Margaret O'Brien Steinfels, and former Executive Director of the Christian Life Commission of the Southern Baptist Convent Foy Velentine.
4. People for the American Way 1988 Annual Report.
5. Capsule available from People for the American Way.
6. The report is available from the Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, NY 10022-2746.
7. "An Educator's Opinion", The Washington Post, March 1, 1987, p.D6.
8. See Center for Civic Education 1988 Catalogue.
9. The Center for Civic Education may be reached at 5146 Douglas Fir Road, Calabasas, CA 91320.
10. R. Freeman Butts, *The Morality of Democratic Citizenship: Goals for Civic Education in the Republic's Third Century* (Center for Civic Education: 1988), ch. 4.
11. The ERIC Clearinghouse for Social Studies/Social Science Education may be reached at Social Studies Development Center, 2805 East 10th Street, suite 120, Indiana University, Bloomington, IN 47405.
12. The Educational Testing Service may be reached at Princeton, New Jersey 08541.
13. The NSBA may be reached at 1680 Duke Street, Alexandria, VA 22314.
14. The NCCJ may be reached at 71 Fifth Street, Suite 1100, New York, NY 10003.

15. The Carnegie Forum on Education and the Economy may be reached at 1320 18th Street, NW, Suite 401, Washington, DC 20036.
16. The Child Development Project may be reached at 111 Deerwood Place, Suite 165, San Ramon, CA 94583.
17. The Thomas Jefferson Research Center may be reached at 202 So. Lake Avenue, Suite 240, Pasadena, CA 91101.
18. The ASCD may be reached at 125 North West Street, Alexandria, VA 22314.
19. Thomas Lickona, *Raising Good Children*, (Bantam Books, New York, 1988).
20. Dr. Lickona was kind enough to furnish me with previews of his upcoming book.
21. CAC may be reached at 1724 Massachusetts Avenue, N.W., Suite 300, Washington, DC 20036.
22. The 8th Annual Jennings Randolph Forum on "Educating for Peace: Realities, Rights, Responsibilities" was held in Washington, DC, April 26-28, 1989.
23. The CRF may be reached at 601 South Kingley Drive, Los Angeles, CA 90005.
24. The YSA may be reached at 1319 F Street N.W., Suite 900, Washington, DC 20004.
25. The IASCE may be reached at 136 Liberty Street, Santa Cruz, CA 95060.
26. The AICE may be reached at Dimension II Building, 8918 Tesoro, Suite 220, San Antonio, TX 78217.
27. The Kiwanis International General Office is located at 3636 Woodview Trace, Indianapolis, IN 46268-3196.
28. Quest International may be reached at 537 Jones Road, P.O. Box 566, Granville, OH 43023-0566.
29. The Josephson Institute may be reached at 310 Washington Street, suite 104, Marina del Ray, CA 90292.
30. The Ethics Resource Center Inc. may be reached at 600 New Hampshire Avenue NW, Washington, DC 20005.
31. The American Association for Advancement of Science may be reached at 1333 H Street NW, Washington, DC 20005.
32. ETHNET may be reached at the Department of Public Administration, George Washington University, Washington, DC 20052.
33. Published in 1987, the authors included Dr. James Carroll (chair), and Drs. Walter Broadnax, Gloria Contreras, Thomas Mann, Norman Ornstein, and Judith Stiehm.
34. Published in 1986, the authors included O.L. Davis Jr., Lynn M. Burlbaw, Maria Garza-Lubeck, Alfred Moss, and Gerald Ponder.

35. The Family Research Council may be reached at 601 Pennsylvania Avenue NW, suite 901, Washington, DC 20005.
36. The Ethics and Public Policy Center may be reached at 1030 Fifteenth Street NW, Washington, DC 20005.
37. Published in 1983 by the Ethics and Public Policy Center.
38. Published in 1978 by the Ethics and Public Policy Center.
39. Christian Educators Association International may be reached at P.O. Box 50025, Pasadena, CA 91105.
40. The sponsor brochures include American Academy of Religion, American Association of School Administrators, American Federation of Teachers, Americans United Research Foundation, Assocation for Supervision and Curriculum Development, Baptist Joint Committee on Public Affairs, Christian Legal Society, National Assocation of Evangelicals, National Conference of Christians and Jews, National Council of churches of Christ in the U.S.A., National Council on Religion and Public Education, National Council for the Social Studies, National Education Association, and National School Boards Association.
41. Jeffrey Schmalz, "Cuomo Intensifies Call for Schools to Teach Values", New York Times, March 8, 1987.
42. Information may be obtained from the United States Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
43. The reasons for this sentiment varies, from practical to ideological.
44. The pending legislation is co-sponsored by Senators Christopher Dodd (D-Connecticut) and Daniel Inouye (D-Hawaii).
45. The Maryland State Values Education Commission can be reached at the Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201.
46. The California State Department of Education can be reached at 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720.
47. H. 2210 "An Act Requiring Ethics and Morality Classes In Public Schools".
48. Proposition 2-1/2, passed by the state voters via referendum in 1980, makes it unlawful for the state to impose mandates on municipalities unless state aid is provided to meet the requirements of the mandate.
49. Atlanta Public Schools. COMMUNITY SERVICE, Course Number 959050.
50. "A Reaffirmation of Values".
51. The Boston Plan for Excellence in the Public Schools.
52. Superintendent of Education Robert R. Spillane has been spearheading values education efforts in Fairfax County.